

IHE Master's Performance Report

The University of North Carolina at Greensboro

2013 - 2014

Overview of Master's Program

The master's degrees leading to initial "A" licensure or advanced competencies "M" licensure are offered by two departments in the School of Education (SOE), two departments in the College of Arts and Sciences (CAS), one department in the School of Health and Human Services (HHS), and two departments in the School of Music, Theatre and Dance (MTD).

The SOE Department of Teacher Education and Higher Education offers an MAT (Masters of Arts in Teaching) for initial licensure in Elementary Education, English as a Second Language, Middle Grades Education, and Secondary Science and Social Studies, as well as an M.Ed. for advanced licensure in Elementary Education, Elementary Mathematics, Elementary Science, English as a Second Language, Instructional Technology (on moratorium), Reading, and Middle Grades/Secondary English Language Arts, Mathematics, Science and Social Studies. The Department of Library and Information Studies also offers Instructional Technology and a post-baccalaureate certificate program in Special Endorsement in Computer Education.

The SOE Department of Specialized Education Services (SES) offers an M.Ed. for individuals who hold initial licensure in special education: general curriculum. SES M.Ed. candidates who hold a teaching license in another area must take at least six semester hours of pre-requisites. Candidates who do not hold a teaching license must complete a post-baccalaureate licensure program prior to enrolling in the M.Ed. program.

The College of Arts and Sciences Department of Language, Literature and Cultural Studies offers an MAT and an M.Ed. in French and Spanish. The CAS Department of Classical Studies and the MTD Department of Dance offer an M.Ed. and M.A. respectively, both leading to advanced competencies licensure. The School of Education Department of Specialized Education Services and the Health and Human Services Department of Human Development and Family Studies jointly offer an M.Ed. in Birth-Kindergarten: Interdisciplinary Studies in Education and Development.

The M.A. in Dance Education and the M.Ed. in Birth-Kindergarten, Elementary Mathematics, and Latin are offered as online programs, with Dance requiring two summer courses on campus. The post-baccalaureate certificate programs in Birth-Kindergarten, Computer Education and Special Education are also offered online. Several programs are offered at off campus locations, including M.Ed. programs in Elementary Mathematics, Elementary Science, Middle Grades/Secondary Mathematics, Reading, and Special Education: General Curriculum.

All of the master's programs require a culminating initial or advanced competencies portfolio that demonstrates the candidates' meeting North Carolina graduate teaching standards.

Special Features of Master's Program

Master's coursework and clinical practice are aligned with state and national standards, as well as the UNCG Conceptual Framework: "The mission of professional education at The University of North Carolina at Greensboro is to ensure 'Access to Opportunities through Teaching, Learning and Caring.' This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates' acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates' continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change." All programs were reviewed and revised by 2010-11, in alignment with new Conceptual Framework and with state and national standards. Programs continue to use data to inform program self-study and improvement.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander	4	Asian/Pacific Islander	13
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	54
	Hispanic	5	Hispanic	5
	White, Not Hispanic Origin	68	White, Not Hispanic Origin	262
	Other	5	Other	5
	Total	93	Total	341
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	1
	Total		Total	5
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	13
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	98
	Other	1	Other	3
	Total	25	Total	119
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	38
	Other		Other	2
	Total	4	Total	49

B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		1
Elementary (K-6)		1
Middle Grades (6-9)	1	
Secondary (9-12)		1
Special Subject Areas (K-12)	2	3
Exceptional Children (K-12)		1
Vocational Education (K-12)		
Special Service Personnel (K-12)	11	30
Other		
Total	14	37
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

Masters	
MEAN GPA	3.50
MEAN MAT New Rubric	*
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	300
MEAN GRE Traditional	1,016
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.82
NUMBER EMPLOYED IN NC SCHOOLS	252
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)	3	6		
Elementary (K-6)	1	21		
Middle Grades (6-9)		8		
Secondary (9-12)		23		
Special Subject Areas (K-12)	7	65		1
Exceptional Children (K-12)	9	9		
Vocational Education (7-12)				
Special Service Personnel	15	18		16
Total	35	150		17
Comment or Explanation:				

E. Scores of program completers on professional and content area examinations.

	2012 - 2013 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Counselor	1	*
ESL	10	100
Elementary Education	22	100
Reading	1	*
Science (9-12)	1	*
Spec Ed: General Curriculum	3	*
Institution Summary	38	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	6	8	1	4	3	8
Masters-First Awarded	29	29	5	8	2	6
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	6	12	15	3		3
Masters-First Awarded			24	8		7
G Licensure Only	14	1	1	1		
Comment or Explanation:						